

# COMMUNICATION ARTS CURRICULUM

## RATIONALE

The curriculum provides frameworks for teachers to build upon when planning and implementing each student's individual education plan. The skills identified in the communication arts curriculum are founded upon the beliefs that everyone has something to communicate, and everyone has the right to be treated with dignity and respect. Each Show-Me Standard is matched to skills identified as most essential to advancing the quality of life each student experiences now and in the future. Advocating for oneself and participating in the community by accessing facilities of interest brings meaning and fun to one's life. These priorities focus on the attainment of graduate goals and the Show-Me Standards identified throughout the communication arts curriculum.

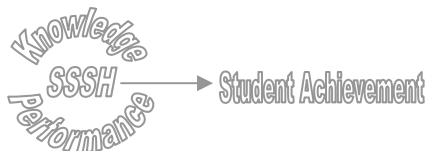
## PURPOSE

Each graduate has a set of skills that will enable the person to actively participate in society. The Communication Arts Curriculum aims to be encompassing in that it is taught throughout each day. The emphasis is on integrating communication skills into all subject areas and it is not an isolated subject. Skills are taught by a variety of instructors and (indirectly) peers, using a variety of materials and in a variety of environments each day, to provide for the generalization of the communication skills. (See Generalization Section in Best Practice)

Communication is the act of sharing and comprehending thoughts, opinions or information. The capacity to participate in communicative interactions is important for cognitive development and for healthy social relationships. Although communication skills are learned at an early age, it takes years of practice before they are mastered. When a student is either nonverbal or has limited speech, and is unable to communicate through standard modes of communication, then there is a need for a specialized method of communication, Augmentative and Alternative Communication (AAC), (Talbot, 1992). The AAC system(s) allow the person to communicate their thoughts and develop meaningful communicative interactions.

A strong emphasis must be placed on the development of a student's communication skills that are to be applied within and outside the school environment. The teacher must instruct the students that communicative skills are necessary to be proficient in the communication process (Butterfield 1995). The use of advanced technologies has had a tremendously positive impact on the way students communicate and develop the necessary skills needed for communicative interactions.

All students must be provided with a balanced program of integrated study that includes emphasis in learning to communicate and participating in the communicative process within and outside the school environment.



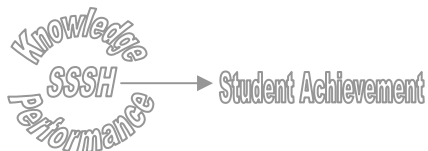
## CONTENT DESCRIPTION OF COMMUNICATION ARTS CURRICULUM BY GRADE LEVEL SPAN

Grade level spans are divided into 3 segments: kindergarten-fifth grades, sixth through eighth grades, ninth- twelfth grades. In State Schools for Severely Handicapped the twelfth grade starts when the student is 18 and continues through the students 21<sup>st</sup> birthday. The Communication Arts Curriculum is cumulative in that skills learned in the K-5 years are expanded upon during the 6-8<sup>th</sup> grades and then the skills are then again expanded upon in the 9-12<sup>th</sup> grades. It is a nonlinear curriculum in that perhaps not every student will master every essential skill identified in the K-5 grades, yet the student could learn a skill identified as a 9-12 grade skill. The curriculum follows a learning progression and we recognize that each student will accomplish the Graduate Goals by different means, at different levels and at different times

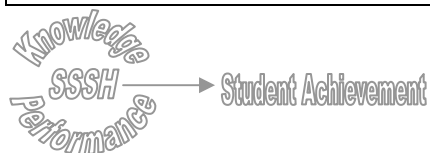
## RESOURCES

Talbot, R. E. (1992) Communication disorders. In P.J. McLaughlin &P. Wehman (Eds.) *Developmental Disabilities* (pp 96-111). Boston: Andover Medical

Butterfield, N., Arthur M., Sigafoos, J, (1995) *Partners in everyday communicative exchanges*, (pp 2-12) McLennan & Petty, Artmon, Australia



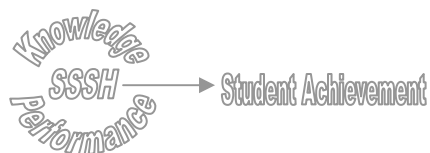
Grades K-5	Communication Arts	<u>Show-Me Standard:</u> CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling and capitalization.		
		<u>Alternate Framework Standard:</u> FCA-1 Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will:  Attend.  Recognize objects.  Recognize objects by function.  Recognize an item by pictures.  Make a choice.  Communicate a message.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-5 Attend and/or respond to written, visual, and oral presentations and works.  Goal 1 F-6 recognize and interpret and make use of patterns and relationships in daily living.  Goal 1 F-7 Differentiate between correct and incorrect information.  Goal 1 F-3 Participate in activities involving investigation of nature and society.  Goal 2 F-2 Self monitor and adjust communication to increase understanding.  Goal 2 F-3 Exchange information, questions, and ideas with a variety of people using various modes of communication while recognizing the perspectives of others.	<b>TEACH Manual:</b> Volume II, II-D, Hickory, Dickory Lurkey Volume II. III-O Signing Numbers Volume III, II-B, B17, Why We Need Air Volume I, II-F, Star of the Month Volume III, G-7, Touching Pond Volume III, C-3, Food Bingo Volume II, II-E, Sounds of Safety Volume II, II-D, Pumpkin Patch Visit Volume II, II-D, Thanksgiving Collage Volume II, III-R, Wheels of Choice Volume III, K-1, Writing Sentences Volume III, A-7, Chinese Object/Invention Bingo  <b>Computer Assisted Instruction:</b> Grandma and Me Teen Tunes A Day of Play, Book 1 Bailey's Book House, I InteliPics – Book III	
Assessment of Student Performance: How the student performance will be assessed.				



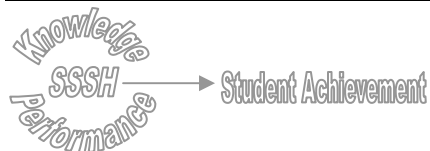
Grades 6-8	Communication Arts	<u>Show-Me Standard:</u> CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling and capitalization.		
		<u>Alternate Framework Standard:</u> FCA-1 Speaking and writing basic standard English, or use of alternative communication systems that appropriately accommodates for an individual's disability.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8th grade, the student will:  Use simple phrases.  Recognize item by picture.  Recognize picture by function.  Recognize essential/functional words in environment.		By the end of the 8th grade, the student will:  Goal 1 F-2 Use information to answer questions and evaluate ideas.  Goal 2 F-3 Exchange information, questions, and ideas with a variety of people using various modes of communication while recognizing the perspectives of others.  Goal 1 F-6 Recognize and interpret and make use of patterns and relationships in daily living.  Goal 3 F-2 Apply strategies developed through instruction or observation so solve a problem or complete a task.	<b>TEACH Manual:</b>  Volume II, III-F, Bus Safety Volume II, II-B, Old Glory Volume I, III-F, Where Does It Go Volume II, II-A, Elephants Eat Volume III, C-3, Food Item Bingo Volume II, II-E, Sign Lotto Volume II, III-Q, Sign a Shape  <b>Assistive Technology:</b> Big Mack Cheap talk 8 Intellikeys	
Assessment of Student Performance: How the student performance will be assessed.				

Grades 9-12	Communication Arts	<u>Show-Me Standard:</u> CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling and capitalization.		
		<u>Alternate Framework Standard:</u> FCA-1 Speaking and writing basic standard English, or use of alternative communication systems which appropriately accommodates for an individual's disability.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Recognize item by function.  Recognize essential/functional words in environment.  Follow multiple directions.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 1 F-6 recognize and interpret and make use of patterns and relationships in daily living.  Goal 3 F-2 Apply strategies developed through instruction or observation so solve a problem or complete a task.  Goal 3 F-7 Select an appropriate strategy to address a problem or complete a task.	<b>TEACH Manual:</b> Volume III, F-13, Seed Buying Volume I, III-U, Teaching Windows Volume III, C-15, Go Kart Volume III, H-4, Rock Fun  <b>Computer Assisted Instruction:</b> Switch Arcade  <b>Assistive Technology:</b> Boardmaker Jelly Bean Switch	
Assessment of Student Performance: How the student performance will be assessed.				

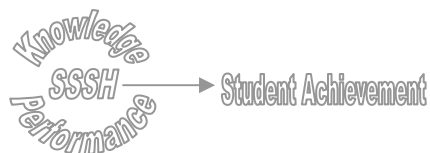
Grades K-5	Communication Arts	<u>Show-Me Standard</u> : CA-2 Reading and evaluating fiction, poetry, and drama.		
		<u>Alternate Framework Standard</u> : FCA-2 Reading and/or attending to works of fiction, poetry and drama.		
		<u>Graduate Goal 1</u> : All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5th grade, the student will:  Understand directionality (ex. over/under, front/back, left/right, top/bottom.  Sequence items.		By the end of the 5th grade, the student will:  Goal 1 F-5 Attend and/or respond to written, visual, and oral presentations and works.  Goal 3 F-1 Use a mode of communication to indicate that a problem exists and/or to explain or define the problem.  Goal 1 F-8. Participate in activities involving organizing information into useful forms.	<b>TEACH Manual:</b> Volume III, E-16 Mexican Hat Dance Volume I, II-C, Clothing Sort Volume III, F-5, "Plants Need" banner Volume II, II-E, Safety town Volume II, II-D, History of Thanksgiving Volume II, II-C, Pumpkin Pudding  <b>Computer Assisted Instruction:</b> Circle Time Deluxe Talking Nouns I & II A way We Ride  <b>Assistive Technology:</b> Boardmaker Intellikeys Step by Step Control Unit	
Assessment of Student Performance: How the student performance will be assessed.				



Grades 6-8	Communication Arts	<u>Show-Me Standard:</u> CA-2 Reading and evaluating fiction, poetry, and drama.		
		<u>Alternate Framework Standard:</u> FCA-2 Reading and/or attending to works of fiction, poetry and drama.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8th grade, the student will:  Understand directionality (ex., over/under, front/back, left/right, top/bottom.  Sequence items.		By the end of the 8th grade, the student will:  Goal 1 F-8. Participate in activities involving organizing information into useful forms.  Goal 3 F-2 Apply strategies developed through instruction or observation so solve a problem or complete a task.	<b>TEACH Manual:</b> Volume I, II-C, Weather the Obstacles Volume II, II-C, Toasted Pumpkin Seeds  <b>Assistive Technology:</b> Calendar Box	
Assessment of Student Performance: How the student performance will be assessed.				

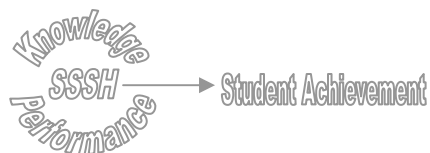


Grades 9-12	Communication Arts	<u>Show-Me Standard:</u> CA-2 Reading and evaluating fiction, poetry, and drama.		
		<u>Alternate Framework Standard:</u> FCA-2 Reading and/or attending to works of fiction, poetry and drama.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12th grade, the student will:  Show respect for all written materials.  Recognize essential sight words.  Understand directionality (ex., over/under, front/back, left/right, top/bottom).  Complete multiple sequencing steps.		By the end of the 12th grade, the student will:  Goal 4 F-2 Follow rules related to socially acceptable behavior and good citizenship.  Goal 1 F-10 Generalize acquired skills across environments.  Goal 1 F-8. Participate in activities involving organizing information into useful forms.  Goal 2 F-2 Self monitor and adjust communication to increase understanding.	<b>TEACH Manual:</b> Volume III, M-4, Cookies Volume I, III-5, Coupons Volume I, II-C, Weather the Obstacles Volume II, III-P, Silly Streamers Volume II, II-C, Toasted Pumpkin Seeds  <b>Computer Assisted Instruction:</b> Boardmaker Intellipics  <b>Assistive Technology</b> Boardmaker Intellikeys	
Assessment of Student Performance: How the student performance will be assessed.				



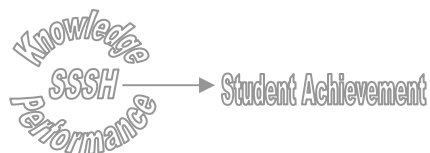


Grade K-5	Communication Arts	<u>Show-Me Standard:</u> CA-3 Reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals).	
		<u>Alternate Framework Standard:</u> FCA-3 Reading and/or attending to nonfiction works and informational materials.	
		<u>Graduate Goal 1:</u> All graduates will communicate.	
What All Students Should Know		What All Students Should be Able to Do	Learning Activities
By the end of the 5 <sup>th</sup> grade, the student will:  Understand verbal or pictorial directions.  Ask for help.  Answer yes/no questions.  Answer “What” questions.  Identify safety words and signs.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-5 Attend and/or respond to written, visual, and oral presentations and works.  Goal 1 F-1 Ask questions to gain information or explore ideas.  Goal 4 F-2 Follow rules related to socially acceptable behavior and good citizenship.  Goal 1 F-8. Participate in activities involving organizing information into useful forms.  Goal 4 F-7 Identify and apply practices that preserve and enhance the safety and health of self and others.  Goal 3 F-1 Use a mode of communication to indicate that a problem exists and/or to explain or define the problem.  Goal 2 F-3 Exchange information, questions, and ideas with a variety of people using various modes of communication while recognizing the perspectives of others.	<b>TEACH Manual:</b> Vol. II, 2-E, Dial 911 Vol. III, 3-M, Newspaper Delivery Vol. II, M-15, Good, Old Fashion Card Game Vol. II, 2-C, Spin a Jack-O-Lantern Vol. III, X-15, Go Kart Vol. II, 2-E, Time for Safety Vol. III, B-1, History of Earth Day Vol. III, I-25, Spring Bulletin Board Vol. III, K-10, 100 piece Picture Collage Vol. I, 2-A The Flag of the United States Vol. I, 2-A, Living in the USA Vol. III, C-3, Shop 2 Cook  <b>Computer Assisted Instruction:</b> My First Incredible Amazing Dictionary Words Around Me  <b>Assistive Technology:</b> Pressure Switch & All-Turn- It CheapTalk Scan 8 Take and Talk 4 HipTalker TracTalk
Assessment of Student Performance: How the student performance will be assessed.			

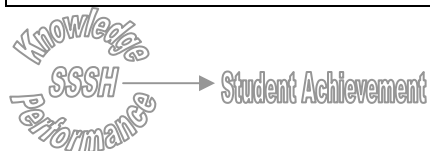


Grade 6-8	Communication Arts	<u>Show-Me Standard:</u> CA-3 Reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals).		
		<u>Alternate Framework Standard:</u> FCA-3 Reading and/or attending to nonfiction works and informational materials.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8 <sup>th</sup> grade, the student will:  Ask for clarification.  Select items from a menu.  Answer “Who and Where” questions.  Identify safety words and signs.		By the end of the 8 <sup>th</sup> grade, the student will:  Goal 1 F-1 Ask questions to gain information or explore ideas.  Goal 2 F-3 Exchange information, questions, and ideas with a variety of people using various modes of communication while recognizing the perspectives of others.  Goal 4 F-2 Follow rules related to socially acceptable behavior and good citizenship.  Goal 1 F-8. Participate in activities involving organizing information into useful forms.  Goal 4 F-7 Identify and apply practices that preserve and enhance the safety and health of self and others.	<b>TEACH Manual:</b> Vol. II, 2-E, Dial 911 Vol. II, 2-B, What Do Cowboys Eat? Vol. II, 3-M, Newspaper Delivery Vol. II, 2-C, Spin a Jack –O- Lantern Vol. III, C-15, Go Kart Vol. II, 2-E, Time for Safety Vol. III, K-10, 100 Piece Picture Collage Vol. I, 2-E, Winter  <b>Assistive Technology:</b> Big Mack Tech Talk Take and Talk 4	
Assessment of Student Performance: How the student performance will be assessed.				

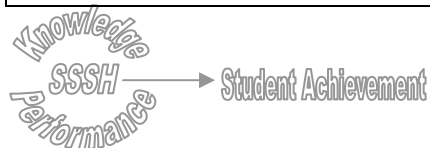
Grade 9-12	Communication Arts	<u>Show-Me Standard</u> : CA-3 Reading and evaluating nonfiction works and materials (such as biographies, newspapers, technical manuals).		
		<u>Alternate Framework Standard</u> : FCA-3 Reading and/or attending to nonfiction works and informational materials.		
		<u>Graduate Goal 1</u> : All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Ask for clarification/help.  Identify safety words and signs.  Answer “When” questions.  Identify safety & community words.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 1 F-1 Ask questions to gain information or explore ideas.  Goal 4 F-2 Follow rules related to socially acceptable behavior and good citizenship.  Goal 4 F-7 Identify and apply practices that preserve and enhance the safety and health of self and others.  Goal 2 F-4 Attend and react to works of art, humanities, and sciences.  Goal 2 F-3 Exchange information, questions, and ideas with a variety of people using various modes of communication while recognizing the perspectives of others.  Goal 4 F-5 Use monitoring techniques to accomplish goals.	<b>TEACH Manual:</b> Vol. II, 2-E, Dial 911 Vol. II, 2-C Spin a Jack-O- Lantern Vol. II, 2-E, Time for Safety Vol. III, K-10, 100 Piece Picture Collage Vol. I, 2-E, Winter Vol. I, 3-N, Nuts and Bolts Vol. III, F-8, Plant Parts  <b>Assistive Technology:</b> Go n Talk Big Mack	
Assessment of Student Performance: How the student performance will be assessed.				



Grades K-5	Communication Arts	<u>Show-Me Standard:</u> CA-4 Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).		
		<u>Alternate Framework Standard:</u> FCA-4 Using objects, pictures, symbols or written words to express thoughts.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will:  Understand object permanence.  Make a request.  Reject a request.  Understand meanings of symbols.  Initiate communication.  Communicate and interact with others.  Express likes and dislikes.  Use communication to establish and maintain social contact in familiar settings.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 3 F-5 Make generalizations from specific information and draw conclusions from general information.  Goal 3 F-1 Use a mode of communication to indicate that a problem exists and/or to explain or define the problem.  Goal 3 F-3 Apply strategies developed through personal experience too solve a problem or complete a task.  Goal 1 F-1 Ask questions to gain information or explore ideas.  Goal 2 F-3 Exchange information, questions, and ideas with a variety of people using various modes of communication while recognizing the perspectives of others.  Goal 1 F-2 Use information to answer questions and evaluate ideas.	<b>TEACH Manual:</b> Vol. II, III-P, Worm Hunt Vol. II, II-A, Clown Feelings Bingo Vol. I, II-C, Catch the Wind Vol. I, II-D, Pumpkin Carving Vol. I, II-E, Hot Chocolate Vol. I, II-G, Color Bingo Vol. I, II-D, Toasted Pumpkin Seeds Vol. I, II-F, Star of the Month, Day Three Vol. I, II-B, Patriotic Fruit Mix Vol. I, II-A, The Flag of the USA Vol. I, II-F, Star of the Month – Day One  <b>Computer Assisted Instruction:</b> New Frog & Fly Bailey’s Book House  <b>Assistive Technology:</b> Vibrating Switch Intellikeys Cheap Talk Scanning One Step Control Unit Duo Responder	
Assessment of Student Performance: How the student performance will be assessed.				



Grades 6-8	Communication Arts	<u>Show-Me Standard:</u> CA-4 Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).		
		<u>Alternate Framework Standard:</u> FCA-4 Using objects, pictures, symbols or written words to express thoughts.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 8 <sup>th</sup> grade, the student will:  Engage in communication interaction.  Provide personal information.  Use communication to establish and maintain social contact in unfamiliar settings.		By the end of the 8 <sup>th</sup> grade, the student will:  Goal 1 F-2 Use information to answer questions and evaluate ideas.  Goal 3 F-2 Apply strategies developed through instruction or observation so solve a problem or complete a task.  Goal 1 F-1 Ask questions to gain information or explore ideas.	<b>TEACH Manual:</b> Vol. I, II-E, All About Winter Vol. II, II-A, Clown Feelings Bingo Vol. I, II-F. Star of the Month, Day Two Vol. I, II-B, Pledge of Allegiance Vol. I, II-F, Star of the Month – Day One  <b>Assistive Technology:</b> All Turn-It Cheaptalk 4	
Assessment of Student Performance: How the student performance will be assessed.				



<b>Grades 9-12</b>	<b>Communication Arts</b>	<p><b>Show-Me Standard:</b> CA-4 Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).</p> <p><b>Alternate Framework Standard:</b> FCA-4 Using objects, pictures, symbols or written words to express thoughts.</p> <p><b>Graduate Goal 1:</b> All graduates will communicate.</p>	
What All Students Should Know		What All Students Should be Able to Do	Learning Activities
<p>By the end of the 12<sup>th</sup> grade, the student will:</p> <p>Use language to control and direct behavior of others in structured and unstructured settings.</p>		<p>By the end of the 12<sup>th</sup> grade, the student will:</p> <p>Goal 1 F-1 Ask questions to gain information or explore ideas.</p>	<p><b>TEACH Manual:</b> Vol. III, C-3, Checkout Etiquette</p>
Assessment of Student Performance: How the student performance will be assessed.			

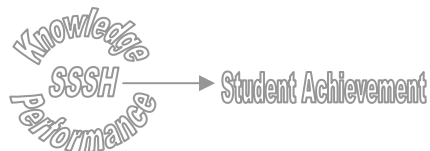
Grades K-5	Communication Arts	<u>Show-Me Standard</u> : CA-5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions.		
		<u>Alternate Framework Standard</u> : FCA-5 Attending and responding to oral and visual presentations.		
		<u>Graduate Goal 1</u> : All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will:  Respond to and use gestures.		By the end of the 5 <sup>th</sup> grade, the student will:  Goal 1 F-5 Attend and/or respond to written, visual, and oral presentations and works.  Goal 1 F-4 Participate in activities using technological tools to locate, select, and organize information.	<b>TEACH Manual:</b> Vol. I, II-G, Lollipop Tree Vol. III, II-E, Sign Lotto Vol. I, III-W, Flower Pounding Vol. I, II-A, Living in the USA  <b>Computer Assisted Instruction:</b> Sammy’s Science House  <b>Assistive Technology:</b> Walker Talker	
Assessment of Student Performance: How the student performance will be assessed.				

<b>Grades 6-8</b>	<b>Communication Arts</b>	<p><b>Show-Me Standard:</b> CA-5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions.</p> <p><b>Alternate Framework Standard:</b> FCA-5 Attending and responding to oral and visual presentations.</p> <p><b>Graduate Goal 1:</b> All graduates will communicate.</p>	
What All Students Should Know		What All Students Should be Able to Do	Learning Activities
<p>By the end of the 8<sup>h</sup> grade, the student will:</p> <p>Indicate likes and dislikes.</p>		<p>By the end of the 8<sup>h</sup> grade, the student will:</p> <p>Goal 4 F-1 Indicate a decision (choice) when given two or more options.</p> <p>Goal 1 F-1 Ask questions to gain information or explore ideas.</p> <p>Goal 1 F-2 Use information to answer questions and evaluate ideas.</p>	<p><b>TEACH Manual:</b>  Vol. II, II-E, Sign Lotto  Vol. I, III-W, Flower Pounding  Vol. III, M-15, A Good Old Fashion Card Game  Vol. III, C-19, Refrigerate?</p> <p><b>Assistive Technology:</b>  Go n Talk  Tech Talk</p>
Assessment of Student Performance: How the student performance will be assessed.			

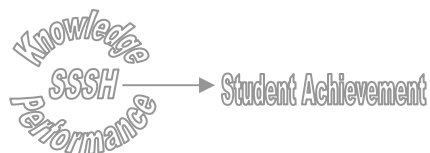


Grades 9-12	Communication Arts	<u>Show-Me Standard:</u> CA-5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions.		
		<u>Alternate Framework Standard:</u> FCA-5 Attending and responding to oral and visual presentations.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Identify preferences.  Recall facts.		By the end of the 12 <sup>th</sup> grade, the student will:  Goal 3 F-4 Use self-evaluation techniques after solving a problem or completing a task.  Goal 1 F-1 Ask questions to gain information or explore ideas.  Goal 4 F-1 Indicate a decision (choice) when given two or more options.	<b>TEACH Manual:</b> Vol. II, II-E, Sign Lotto Vol. I, II-D, Pumpkin Carving Vol. III, C-19, Refrigerate?  <b>Assistive Technology:</b> Boardmaker Talk n Go Tech Talk	
Assessment of Student Performance: How the student performance will be assessed.				

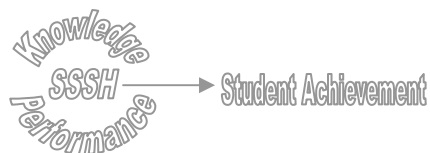
Grades K-5	Communication Arts	<u>Show-Me Standard:</u> CA-6 Participating in formal and informal presentations and discussions of issues and ideas.		
		<u>Alternate Framework Standard:</u> FCA-6 Participating in presentations and/or discussions.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will  Interacts with others.		By the end of the 5 <sup>th</sup> grade, the student will  Goal 2 F-3 Exchange information, questions, and ideas with a variety of people using various modes of communication while recognizing the perspectives of others.  Goal 1 F-2 Use information to answer questions and evaluate ideas.  Goal 4 F-2 Follow rules related to socially acceptable behavior and good citizenship.  Goal 4 F-6 Work with others to complete tasks.	<b>TEACH Manual:</b> Vol. III, K-1, Writing Sentences Vol. III, C-9, To Eat or Not to Eat, That is the Question Vol. II, II-C, Spin a Jack-O-Lantern Face Vol. III, K-8, Classify 100 Foods  <b>Computer Assisted:</b> Press to Play  <b>Assistive Technology:</b> Voice Pal	
Assessment of Student Performance: How the student performance will be assessed.				



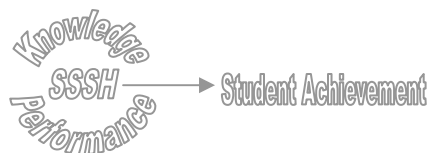
Grades 9-12	Communication Arts	<u>Show-Me Standard:</u> CA-6 Participating in formal and informal presentations and discussions of issues and ideas.		
		<u>Alternate Framework Standard:</u> FCA-6 Participating in presentations and/or discussions.		
		<u>Graduate Goal 1:</u> All graduates will communicate.		
What All Students Should Know		What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will  Be respectful of others property.  Respect a person’s personal space.  Recognize familiar and unfamiliar people.		By the end of the 12 <sup>th</sup> grade, the student will  Goal 1 F-6 recognize and interpret and make use of patterns and relationships in daily living.  Goal 4 F-2 Follow rules related to socially acceptable behavior and good citizenship.  Goal 1 F-10 Generalize acquired skills across environments.	<b>TEACH Manual:</b> Vol. III, M-4, Cookie Vol. II, II-B, What Do Cowboys Eat? Vol. III, C-17, Checkout Etiquette  <b>Assistive Technology:</b> CheapTalk 8 Scanning	
Assessment of Student Performance: Performance tasks, student performance data, application tasks.				



Grades K-5	Communication Arts	<u>Show-Me Standard</u> : CA7 Identifying and evaluating relationships between language and culture. <u>Alternate Framework Standard</u> : Exposed to the relationship between language and culture. <u>Graduate Goal 1</u> : All graduates will communicate.	
What All Students Should Know	What All Students Should be Able to Do	Learning Activities	
By the end of the 5 <sup>th</sup> grade, the student will  Participate in diverse groups.	By the end of the 5 <sup>th</sup> grade, the student will:  Goal 2 F-4 Attend and react to works of art, humanities, and sciences.	<b>TEACH Manual:</b> Lesson/lessons will be developed	
Assessment of Student Performance: Performance tasks, student performance data, application tasks.			



<b>Grades 6-8</b>	<b>Communication Arts</b>	<p><b>Show-Me Standard:</b> CA7 Identifying and evaluating relationships between language and culture.</p> <p><b>Alternate Framework Standard:</b> Exposure relationship between language and culture.</p> <p><b>Graduate Goal 1:</b> All graduates will communicate.</p>	
<b>What All Students Should Know</b>		<b>What All Students Should be Able to Do</b>	<b>Learning Activities</b>
<p>By the end of the 8<sup>th</sup> grade, the student will:</p> <p>Participate in diverse groups.</p>		<p>By the end of the 8<sup>th</sup> grade, the student will:</p> <p>Goal 2 F-4 Attend and react to works of art, humanities, and sciences.</p>	<p><b>TEACH Manual:</b> Lesson/lessons will be developed</p>
<p>Assessment of Student Performance: How the student performance will be assessed.</p>			



Grades 9-12	Communication Arts	<u>Show-Me Standard:</u> CA7 Identifying and evaluating relationships between language and culture. <u>Alternate Framework Standard:</u> Recognizing relationship between language and culture. <u>Graduate Goal 1:</u> All graduates will communicate.	
What All Students Should Know	What All Students Should be Able to Do	Learning Activities	
By the end of the 12 <sup>th</sup> grade, the student will:  Participate in diverse groups.	By the end of the 12 <sup>th</sup> grade, the student will:  Goal 2 F-4 Attend and react to works of art, humanities, and sciences.	<b>TEACH Manual:</b> Lesson/lessons will be developed	
Assessment of Student Performance: How the student performance will be assessed.			

